

## DOCUMENT RESUME

RD 106 839

CS 001 923

TITLE The Parkrose Heights and Fremont Junior High Reading Program.

INSTITUTION Portland Public Schools, Oreg.

PUB DATE 74

NOTE 39p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

AVAILABLE FROM Reading Specialist, Parkrose Heights Jr. High School, 12456 N.E. Brazee, Portland, Oregon 97230 (\$1.00 descriptive packet)

EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE

DESCRIPTORS \*Effective Teaching; \*Individualized Reading; Junior High Schools; Reading Achievement; Reading Diagnosis; Reading Improvement; \*Reading Instruction; \*Reading Programs; Reading Skills; \*Remedial Reading

IDENTIFIERS \*Effective Reading Programs; Right to Read

## ABSTRACT

This program, included in "Effective Reading Programs...", serves about 1,400 students from two junior high schools. Approximately 25 percent of the students have a reading deficiency of at least two grade levels. The goal of the program is to provide individualized reading instruction to enable all students to reach their full potential. Placement is made on the basis of tests and teacher recommendations, and a prescription is written for all students according to their needs. In the seventh grade, in addition to the language arts and social studies classes, daily reading classes are held for 45-minute periods. The reading period includes individual skills; group skills; vocabulary-oriented games; reading-related activities such as puzzles, programmed reading lab work, or skill sheet work; and one or two free-reading days. The eighth- and ninth-grade classes are a continuation of the seventh-grade program and are also based on skill need, activity, and free-reading days. Classes are kept as small as possible, and individual work is assigned to focus efforts on a particular skill.

(WR)

THE PARKROSE HEIGHTS AND  
FREMONT JUNIOR HIGH READING PROGRAM  
PORTLAND, OREGON

U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION  
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PROGRAM SIZE AND  
TARGET POPULATION

The program serves about 1,400 students from 2 junior high schools. Approximately 25% of the students have a reading deficiency of at least 2 grade levels.

YEAR STARTED

The program began in 1972.

STAFF

At both junior high schools, a reading specialist coordinates the program, serves as a resource teacher, and directs testing. Reading instruction is done by classroom teachers whose in-service training includes 2 summer workshops. Volunteer parent aides and student aides are also included.

MAJOR FEATURES

The goal of the program is to provide individualized reading instruction to enable each student to reach his potential. Placement is made on the basis of tests and teacher recommendations, and a prescription is written for each student according to his needs. The Parkrose Criterion-Referenced Reading Test has been developed to identify students who have met minimum competencies. In the seventh grade, in addition to the language arts and social studies classes, daily reading classes are held in both schools for 45-minute periods. The reading period includes individual skills; group skills; vocabulary-oriented games; reading-related activities such as puzzles, programmed reading lab work, or skill sheetwork; and 1 or 2 free-reading days. The eighth- and ninth-grade classes are a continuation of the seventh-grade program and are also based on skill need, activity, and free-reading (enrichment) days. At Fremont, the eighth- and ninth-grade students receive reading instruction on the average of two 45-minute periods each week as part of the English class. At Heights, the eighth- and ninth-grade students receive a 3-week block of reading instruction during each 12-week term. During this time block, students may make elective choices in the English classes that include vocabulary and spelling development, speed reading, reading skills in subject areas, and individual reading. In all 3 grades, classes are kept as small as possible, and individual work is assigned to focus efforts on a particular skill.

FACILITIES,  
MATERIALS,  
EQUIPMENT

Materials from the classroom, library, and remedial reading room are utilized. In addition to books and paper backs, a variety of workbooks, worksheets, laboratory kits, and games is used. Filmstrip viewers, cassette recorders, controlled readers, and reading pacers are also provided.

COST

The total cost of the instructional materials for a class of 30 is \$300. The average, annual per-pupil cost for the regular district program is \$1,400. The initial per-pupil cost of this program exceeds that by less than \$50.

FOR FURTHER  
INFORMATION

Joanne Hosman  
Reading Specialist  
Parkrose Heights Jr. High School  
12456 N.E. Brazee  
Portland, Oregon 97230

Robert Roberts  
Reading Specialist  
Fremont Jr. High School  
11800 N.E. Shaver  
Portland, Oregon 97220

Cost of a descriptive packet - \$1.00

THE HEIGHTS SEVENTH-GRADE PROGRAM

The two-phased seventh-grade reading program, started in the fall of 1972, is a part of the seventh-grade block program of Social Studies, Language Arts, and Reading. The one phase of the program is reading as a part of the subject being taught, Language Arts, Social Studies. The second phase is reading as a separate subject taught for 45 minutes daily. This part is designed to give each student two or more individual skill days, a group skill development day, a vocabulary-oriented activity day, and two free reading days.

7th-Grade Block  
S.S.      L.A.      Reading

## Social Studies

|                             |   |
|-----------------------------|---|
| Units on Countries          |   |
| Knowledge of parts of books |   |
| Title                       |   |
| Table Content               | D |
| Maps and Graphs             |   |
| Current Events              | ← |

Language Arts

- Library
- Dictionary
- Writing Skills
  - Paragraphs
- Word Study
- Literature
  - Poems
  - Short Stories

Directed Reading Activity  
SQ3R

Reading (Five days - 45-minute sessions)

Mc-day

|         |   |              |
|---------|---|--------------|
| Group A | - | Activity Day |
| Group B | - | Skill Day    |

Tuesday

|         |   |              |
|---------|---|--------------|
| Group A | - | Free Reading |
| Group B | - | Skill Day    |

Wednesday

Group B - Activity Day  
Group A - Skill Day

Thursday

Group B - Free Reading  
Group A - Skill Day

Friday

Group Day

### The Heights Eighth- and Ninth-Grade Program

A formal program of teaching reading has been initiated in the eighth- and ninth-grade English classes. The program is a continuation of the seventh-grade individualized reading program, with the addition of reading electives being offered second and third quarters. Electives include Vocabulary and Spelling Development, Speed Reading, Reading Skills in Subject Areas, Individualized Reading, and Reading and Conference.

Reading is taught two days a week and English three days a week. A suggested schedule is drawn in Section Five: Samples.

### The Fremont Seventh-Grade Program

The seventh-grade reading program started in the fall of 1972. The 7th graders have a block class which is comprised of social studies, language arts, and reading. Each subject has one period of time everyday and all are taught by the same teacher. During the reading periods, approximately one-half of the students (30 students) report to the 100 wing resource area. The other half remain with the classroom teacher where directed reading activities take place. A full time teacher aide is in charge of the resource center. Reading crossword puzzles, programmed reading skills, and 100's of paperback books are available for use there.

### The Fremont Eighth- and Ninth-Grade Program

The program in these grades is an attempt to continue to provide reading instruction throughout the junior high years. Reading is taught within the English class structure which meets only one period each day in both 8th and 9th grades. Approximately 2 days are allotted to reading and 3 days to language arts skills. On reading days approximately one-half of the students have a free enrichment reading period. For those remaining students requiring skill improvement, reading skills are prescribed on the basis of student test scores and materials assigned on the basis of student need and interest.

Parkrose Public Schools  
April 4, 1974

Minimum Reading Competencies required for graduation. Parkrose Criterion-referenced Reading Tests have been developed to measure the following performance objectives.

Program Goal

- 1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

- 1.3.1 The student is able to comprehend the author's main idea.

Behavioral Objectives

- 1.3.1.1 Given five selections to read, (at approximately 7th-grade level), the student is able to identify the main idea in each.

Performance Objective

- 1.3.1.1 After reading five selections, the student will identify the main idea in each with 80% accuracy.

Parkrose Public Schools  
April 4, 1974

Component: Personal Development

Sub-Area: 1.0 Communication

Graduation Requirement: Reading

Program Goal

- 1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

- 1.3.2 The student is able to comprehend an author's organizational plan and presentation of subordinate details to support the main idea.

Behavioral Objective

- 1.3.2.1 Given two selections to read, the student is able to identify the subordinate details that support the main idea of each

Performance Objective

- 1.3.2.1 After reading two selections, the student will identify the subordinate details that support the main idea of each with an accuracy of 80%.

Parkrose Public Schools  
April 4, 1974

Component: Personal Development

Sub-Area: 1.0 Communication

Graduation Requirement: Reading

Program Goal

- 1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

- 1.3.3 The student is able to order events, ideas, or time sequentially in selected readings.

Behavioral Objective

- 1.3.3.1 Given a selection to read, the student is able to identify the sequential order appropriately.

Performance Objective

- 1.3.3.1 After reading the selection, the student will identify the sequential order with an accuracy of 80%.



Parkrose Public Schools  
April 4, 1974

Component: Personal Development

Sub-Area: 1.0 Communication

Graduation Requirement: Reading

Program Goal

- 1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

- 1.3.4 The student is able to draw relationship on material read.

Behavioral Objective

- 1.3.4.1 Given five selections and a number of responses for each, the student is able to identify the response best related to the selection.

Performance Objective

- 1.3.4.1 After reading five selections, the student will identify the response best related to the selection with 80% accuracy

Parkrose Public Schools  
April 4, 1974

Component: Personal Development

Sub-Area: 1.0 Communication

Graduation Requirement: Reading

Program Goal

- 1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

- 1.3.5 The student is able to comprehend the meaning of selected words from sentences or paragraphs through the use of context clues.

Behavioral Objective

- 1.3.5.1 Given five selections containing words to be defined, the student is able to identify the meaning of each.

Performance Objective

- 1.3.5.1 After reading five selections containing words to be defined, the student will identify the meaning for each with an accuracy of 80%.

Parkrose Public Schools  
April 4, 1974

Component: Personal Development

Sub-Area: 1.0 Communication

Graduation Requirement: Reading

Program Goal

- 1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

- 1.3.6 The student is able to draw inferences from material read.

Behavioral Objective

- 1.3.6.1 Given three selections and a list of conclusions, the student is able to identify the most suitable inference.

Performance Objective

- 1.3.6.1 After reading three selections, the student will identify the most suitable inference for each with 80% accuracy.

## Explanation of the Remedial Reading Program

Remedial reading at Parkrose Junior High is offered to students who have a reading deficiency of two or more grade levels and who may profit by reading instruction in a small group.

Students who are eligible for this program are recommended by counselors, teachers, parents, the student himself and/or the remedial reading teacher. Screening for remedial reading services includes observation, reading test results, formal reading test results, informal word recognition test, informal reading inventory, and conference with the prospective student.

The remedial reading classes do not usually exceed ten students and meet fifty minutes daily, Monday through Friday. Each student in the program receives individual conferences, individual reading instruction, progress reports to parents and pre/post testing. Remedial reading is taken in place of an elective.

## Remedial Reading Classroom

### POINTS FOR PERFORMANCE AND PRIVILEGES

|            |                                |  |
|------------|--------------------------------|--|
|            | = 10 points                    | SKILL  |
| X          | = 10 points                    | STORY  |
| O          | = 10 points                    | ORAL READING   |
| 50 points  | = 1 pass in the room           | Free Reading<br>Talking<br>Homework<br>Rest  |
| 100 points | = 1 pass in/out of the room    | Listen: to the radio, cassette, records,<br>Recorder, Reading Machine<br>Games (reading type only)<br>Blackboard writing<br>Visitors<br>Library (Resource Center or other room with<br>teacher permission) |
| 150 points | = 2 passes in/ out of the room | Same privileges, but more often!<br>Also, choice of FREE Magazine - Each Week!   |

**Suggested Schedule for Seventh-Grade Reading Program  
1974-75**

September

1st week

1. Introduce the Reading Program
  - a. purpose of reading
  - b. 5-day cycle
  - c. variety of materials
2. SRA  
Pre-test and start Power Builder
3. Refer nontested students to the reading specialist

2nd/4th week

1. SRA
2. Individual conferences with each student  
test results and prescriptions
3. Introduce "Free Reading" materials
4. Introduce Activity Day
5. Introduce V/G "Muddled Meanings" worksheet

October

1st/4th week

1. Start 5-day cycle
2. Mid-mester progress report to parents

5th week

1. SRA Power Builder

November

1st week

1. Introduce SRA Rate Builder

2nd/4th week

1. 5-day cycle
2. Inventory materials and prepare budget
3. End of First Tri-mester - Fill out Student Progress Sheets

December

1st/2nd week

1. Book Project and report

3rd week

1. SRA Power/Rate Builders

January

1st/3rd week

1. Introduce RFU lab
2. Progress Report to parents - Mid-mester

4th week

1. 5-day cycle

February

1st/3rd week

1. 5-day cycle

4th week

1. SRA Rate/Power Builders

March

1st week

1. SRA Rate/Power Builders
2. End of Second Tri-mester - Fill out Student Progress Sheets

2nd/3rd week

1. "Being a Detective" Context Clue Packet

April

1st/2nd week

1. Book Project and Report

3rd/4th week

1. 5-day cycle

May

1st/2nd week

1. SRA RATE and Power Builders
2. Parkrose Reading Competency Test

3rd week

1. Bond/Balow Post Test

4th week

1. SRA/5-day cycle/book project/etc.
2. Start Individual Conferences with students  
Test results and prescriptions

June

1st/2nd week  
(and there ain't  
no more)

1. Continue individual conferences
2. Progress reports to parents
3. Fill out Student Progress Sheets
4. Take inventory

## Teacher Information for Writing Prescriptions

### Main Idea 3.1

- S.S.S. - Getting the Main Idea, books E-F
- R.F. - "Getting the Main Idea," books 7 & 8
- S.W.B. - "Getting Main Idea"
- Reading Concepts, books G-H, question #6

### Details 3.2

- S.S.S. - Getting the Facts, books E-F
- R.F.M. - "Getting the Facts," books 7 & 8
- S.W.B. - "Spotting Details"
- Reading Concepts, books G-H, questions #1 & 5
- Reader's Digest, book 1, Comprehension Questions

### Sequencing 3.3

- S.S.S. - Sequencing, book F
- R.F.M. - "Making an Outline," books 7 & 8
- S.W.B. - "Order of Events"

### Relationships 3.4

- S.S.S. - Using the Context, books E-F
- R.F.U. Lab Cards #20 - 40

### Context Clue 3.5

- S.W.B. - "Understand Words in Context"
- Worksheet of 4 exercises on context clues

### Inferences 3.6

- S.S.S. - Drawing Conclusions, books E-F
- R.F.M. - "Drawing Conclusions," books 7 & 8
- S.W.B. - "Drawing Conclusions"
- Reading Concepts, books G-H, questions 4, 7, 8, 9

- S.S.S. = Specific Skill Series
- R.F.M. = Reading for Meaning
- S.W.B. = Short World Biographies
- R.F.U. = Reading for Understanding



+ 7th only  
+ 8th only

## Prescriptions

### I Vocabulary

- + SRA Power Builder....."Learn about Words" Sec. A & B; levels 3-12
- + Word Analysis packets...V-M/E 4th and 5th level

#### Crossword puzzles

Scope Visuals #6 V-E

Scope Visuals #7 V-M

Scope Magazine crossword puzzles V-M

Read Magazine crossword puzzles V-H

Reading for Meaning Workbook....."Getting the Meaning" books 7-12

Grow Word Power V-H

Worksheets V-H; levels 8th +

Get the meaning from Context, ex. 1-4

Look Behind the Word

Word Associations..Worksheets #4-#7

Word Definitions (3 sets) Ex. 1-4 each

Syllable---letters

Worksheets V-E; levels 3-4

Homonyms..3 sheets

Word Recognition...context clues

Reading Concepts books E (4); F (5)

G (5-6); H ( + )

Worksheets V-M; levels 5-7

Which Word Is It?

Word Recognition

Using the Correct Word

Synonyms..2 sheets

English Lang. from Others

Antonyms Practice

Word Meaning

Do Words Ever Fool You?

Words Can Sound Alike

Word Association #2

### II Reading for Information

Reading for Meaning workbook..."Getting Facts;" Main Ideas; Best Title"  
books 7-12

Specific Skills Series

Getting the Facts, Books D (Level 4); E (5); F (6+)

Getting the Main Idea, books E (5); F (6)

Reading for Concepts, books E, F, G, H

### III Reading for Relationships

Specific Skills Series

Using the Context, books D (level 4); E (5); F (6+)

Locating the Answers, books D, E, F

+ Following Directions, books D, E, F

Reading for Meaning workbook..."Making an Outline" books 7-12

RFU-lab (Reading for Understanding)

Levels 5th grade - 14th (Approximate card levels--1-10 = 5th

11-20 = 6th; 21-30 = 7th; 31-40 = 8th; 41-50 = 9th; 51-60 = 10th

61-70 = 11th; 71-80 = 12th; 81-90 = 13th; 91-100 = 14th.

Worksheets Rel-M

Sequencing exercises 3 sheets

### IV Reading for Interpretation/Appreciation

Specific Skills Series

Drawing Conclusions, books D (level 4); E (5); F (6+)

Reading for Meaning workbook..."Drawing Conclusions" books 7-12

Grow Word Power, sections on Word Analogies and Geographic Analogies

+ Worksheets Int/App-I-H

Word Analogies exercises 1-13

Geographical Analogies, exercises 1-3

### Overall For Eighth Grade Only

Readers Digest, Level 1 = 7th; 2 = 8th; 3 = 9th; 4 = 10th

Patterns for Reading, 8th and 9th level

PARKROSE HEIGHTS JUNIOR HIGH SCHOOL  
INDIVIDUAL READING PRESCRIPTION

NAME \_\_\_\_\_

School Year 1975-76

AREAS TO IMPROVE:

\_\_\_\_\_ Vocabulary

\_\_\_\_\_ Reading for realtionships

\_\_\_\_\_ Reading for information

\_\_\_\_\_ Reading for interpretation/appreciation

PRESCRIPTION:

GRADE \_\_\_\_\_  
PARKROSE FREMONT JUNIOR HIGH SCHOOL  
INDIVIDUAL READING PRESCRIPTION

STUDENT NAME \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

TEST DATA:

METROPOLITAN READING S C O R E \_\_\_\_\_

BOND BALOW HOYT SCORES      V                  F                  R                  I                  A  
   \_\_\_\_\_                  \_\_\_\_\_                  \_\_\_\_\_                  \_\_\_\_\_                  \_\_\_\_\_

TOTAL \_\_\_\_\_

OTHER -                          V.C.:                          COMP:  
\_\_\_\_\_                          \_\_\_\_\_                          \_\_\_\_\_

INFORMAL READING INVENTORY

INSTRUCTIONAL LEVEL  
\_\_\_\_\_

-----  
PRESCRIPTION

DATES

# PARKROSE HEIGHTS JUNIOR HIGH READING TEST DATA

NAME \_\_\_\_\_

M Score \_\_\_\_\_ Year \_\_\_\_\_

6th Grade Spring (Pre) Test

| B/B/H | V     | Inf.  | Relation. | Interp. | Apprec. | Total | Average |
|-------|-------|-------|-----------|---------|---------|-------|---------|
| _____ | _____ | _____ | _____     | _____   | _____   | _____ | _____   |

M Score \_\_\_\_\_ Year \_\_\_\_\_

7th Grade Spring (Post) Test

| B/B/H | V     | Inf.  | Relation. | Interp. | Apprec. | Total | Average |
|-------|-------|-------|-----------|---------|---------|-------|---------|
| _____ | _____ | _____ | _____     | _____   | _____   | _____ | _____   |

Parkrose Criterion Competency Test  
(Approximately 7th Level)

| M.I.  | Detail | Sequence | Relation | C.C.  | Inf.  | Certified |
|-------|--------|----------|----------|-------|-------|-----------|
| 1.3.1 | 1.3.2  | 1.3.3    | 1.3.4    | 1.3.5 | 1.3.6 |           |
| _____ | _____  | _____    | _____    | _____ | _____ | _____     |

M Score \_\_\_\_\_ Year \_\_\_\_\_

8th Grade

Parkrose Criterion Competency Test

| M.I.  | Detail | Sequence | Relation | C.C.  | Inf.  | Certified |
|-------|--------|----------|----------|-------|-------|-----------|
| 1.3.1 | 1.3.2  | 1.3.3    | 1.3.4    | 1.3.5 | 1.3.6 |           |
| _____ | _____  | _____    | _____    | _____ | _____ | _____     |

9th Grade Year \_\_\_\_\_

| M.I.  | Detail | Sequence | Relation | C.C.  | Inf.  | Certified |
|-------|--------|----------|----------|-------|-------|-----------|
| 1.3.1 | 1.3.2  | 1.3.3    | 1.3.4    | 1.3.5 | 1.3.6 |           |
| _____ | _____  | _____    | _____    | _____ | _____ | _____     |

STUDENT \_\_\_\_\_

READING TEACHER \_\_\_\_\_

Dear Parent:

Instead of sending the regular reading report card, we thought it would be more meaningful to compare the results of the reading test your child took last May with those of this year's test.

Keep in mind that the test scores are not exact, but only approximations of their reading level. A child's score may be affected by such things as guessing or how he feels at the time of the testing. Also, if the child was quite a bit above grade level last year, the test may not show as much gain, since this particular form of the test is geared more toward grade level.

If you have any questions about the test results or this year's reading program, you may call \_\_\_\_\_.

|                                      | <u>May, 1974</u> | <u>May, 1975</u> |
|--------------------------------------|------------------|------------------|
| Vocabulary                           | _____            | _____            |
| General Comprehension                | _____            | _____            |
| Average Vocabulary and Comprehension | _____            | _____            |

In addition to the Bond/Balow test the Parkrose District Reading Competency test was given. The passing of this test by grade 12 is required for graduation from Parkrose High School. There are 6 sections. An X indicates passing of a section.

Parkrose Reading Competency Test

Main Idea \_\_\_\_\_ Sequencing \_\_\_\_\_ Context Clues \_\_\_\_\_  
Detail \_\_\_\_\_ Relationships \_\_\_\_\_ Inferences \_\_\_\_\_

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PROGRESS REPORT

Parent's Signature      1st 12 weeks \_\_\_\_\_

   2nd 12 weeks \_\_\_\_\_

   3rd 12 weeks \_\_\_\_\_

५८

QUESTIONNAIRE  
WHAT DO YOU LIKE TO READ?

- I. Reading at Home
- A. Newspapers
1. How much time do you spend a day reading newspapers? \_\_\_\_\_ minutes
  2. List your three favorite sections of the newspaper:  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- B. Magazines
1. What magazines do you read regularly in your home?  
a. \_\_\_\_\_ c. \_\_\_\_\_  
b. \_\_\_\_\_ d. \_\_\_\_\_
- C. Books
1. Approximately how many books are in your library at home? \_\_\_\_\_
  2. How many of these books have you read? \_\_\_\_\_
- II. Reading at the Public Library
- A. Do you have a library card? \_\_\_\_\_; is it active? \_\_\_\_\_
- III. Use of the School Library
- A. Do you know how to find books you want without the librarian's help? \_\_\_\_\_
- B. For what is the card catalog used? \_\_\_\_\_
- IV. Reading and other Recreation
- A. What subject do you like best in school? \_\_\_\_\_
- B. What subject do you like least in school? \_\_\_\_\_
- C. What do you like best outside of school? \_\_\_\_\_
- D. What kind of work do you want to do when you leave school? \_\_\_\_\_
- E. Have you read any books because of the movies you have seen? If so, name them. \_\_\_\_\_
- F. Have you read any books because of television shows you have seen? If so, name them. \_\_\_\_\_
- G. As you know, some young people like to read books during their spare time; others don't. Why do you think some teen-agers enjoy reading books when they have time? \_\_\_\_\_
- H. Write the titles of three books which you have enjoyed this year:  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- I. Underline the four kinds of stories you like best. Write the title of a favorite story after each type you underline.
- a. Animal and outdoor life \_\_\_\_\_
  - b. Action and adventure \_\_\_\_\_
  - c. Ghost and other mysteries \_\_\_\_\_
  - d. Mechanical things (airplanes, etc.) \_\_\_\_\_
  - e. Romance or love \_\_\_\_\_
  - f. War stories \_\_\_\_\_
  - g. Space travel or fiction \_\_\_\_\_
  - h. Home life and interesting people \_\_\_\_\_

Directed Reading Activity - Betts  
(Lesson Plan)

- I. Readiness:
  - A. Introduction of story - read or discuss
  - B. Preview the story - pictures, captions, footnotes, and notes about the skills or author
  - C. Questions to answer in the story - problems, theme, characters to watch for
  - D. Vocabulary - define and discuss new or difficult words, terms, and names
  - E. Experience - discuss background of individual student's personal experiences with the story's subject
- II. Silent Reading: (timed or untimed)
- III. Comprehension of Story:
  - A. Discuss orally answering questions raised earlier. Discuss topics or questions provided in the book.
  - B. Test the comprehension of content by means of some written exam.
  - C. Provide vocabulary exercises using words from the story
- IV. Oral Re-reading:
  - A. Locate descriptive passages in the story and read orally for pleasure
  - B. Find specific information for answering questions, stating theme, or analyzing characters and re-read
- V. Follow-up procedures:
  - A. Write composition on a chosen topic or person
  - B. Give oral reports on author or characters in the story
  - C. Dramatize the story
  - D. Draw the characters or illustrate the main idea with original captions
  - E. Make a bulletin board display of the story
  - F. Bring in additional books or bibliography by the same author or from the same type of story
  - G. Prepare a diorama or project which illustrates the story and report on it
  - H. Prepare a time chart noting the sequence of events in the story
  - I. Others.....
  - J. Provide individual help for students needing additional training in comprehension skills and vocabulary development



## Reading Materials Available in the Classroom

### Skill Development Materials

Reading for Meaning Workbook (books 7-12; RL 7-12)

Specific Skill Series (books D - F; RL 4-6+)

- Drawing Conclusions
- Following Directions
- Locating the Answers
- Using the Context
- Getting the Facts
- Getting the Main Idea
- Detecting the Sequence

Reading for Concepts (books E - H; RL 4 - 6+)

Patterns for Reading (RL - Jr. Hi.)

Grow in Word Power (RL - Jr/Sr. Hi.)

Improve Your Reading (Part 1-4; RL 7 -10)

+Better Reading by Gainsburg

+Advanced Skills in Reading book 1

Advanced Skills in Reading book 2

Sprint (Speed Reading)

Speed Reading for Better Grades

### Laboratory Kits

Reading Line Lab (Reading in Subject Areas)

- English Language and Literature
- Science
- Mathematics
- Social Studies
- Business
- Vocational-Technical

+SRA Labs 111a and 11b

SRA Reading for Understanding Lab

### Worksheets

#### +Vocabulary Group

- V-G Vocabulary Activity (What would you do with...)
- V-G How to be a Detective - Context Clues
- V-G Muddle Meanings
- V-G Definitions - square
- V-G T/F "Irate Man"
- V-G What is your Surname?
- V-G Fun With Words

### Vocabulary - Individual

V-I-E Homonyms (there/their)  
V-I-E Homonyms (knight/night)  
V-I-E Homonyms (they're/there)  
V-I-E Word Recognition (Plate)  
V-I-M Word Association Worksheets 1 & 2  
V-I-M Synonyms (ancestors)  
V-I-M Synonyms (weary-tired)  
V-I-M Word Meanings (sprout/spout)  
V-I-M Words Can Sound Alike  
V-I-M Words Ever Fool you?  
V-I-M Word Recognition (Iron)  
V-I-M Homonyms (whole-hole)  
V-I-M English/Other languages (Faz/tulip)  
V-I-M Which Word Is it?  
V-I-M Using the Correct Word (Mandolin/Gyroscope)  
V-I-M Antonym Practice #4  
V-I-H Definition Exercise Set A #1,2,3,4  
V-I-H Definition Exercise Set B #1,2,3,4  
V-I-H Definition Exercise Set C #1,2,3,4  
V-I-H Homonyms (new/Gnu/knew)  
V-I-H Vocabulary T/F "Irate Man"  
V-I-H Symbols Sound Like Single Letters (easy/EZ)  
V-I-H Getting the Meaning from the Context (Exercise #1,2,3,4)  
V-I-H Look Behind the Word  
V-I-H Word Association Worksheets #3,4,5,6,7

### Information - Individual

Inf-I-E Comprehension  
Inf-I-M Story "Cod Liver Oil"

### Relationship - Individual

Rel-I-M Sequence (David)  
Rel-I-M Time Line  
Rel-I-M Sequence - Part II  
Rel-I-M Advantages/Disadvantages

### +Interpretation/Appreciation - Individual

Int/App-I-H Geographical Analogies 1,2,3  
Int/App-I-H Word Analogies #1,2,3,4,5,6,7,8,9,10,11,12

### Games

Ad Lib  
Password  
Probe  
Scrabble  
Scribbage  
Spill/Spell  
Crossword puzzles

## Free Reading Materials

You and Your World (Newspaper)

+ At Your Own Risk

\* Cities

\* I've Got A Name

+ Larger Than Life

+ Guinness Book of World Records

+ A Family is a Way of Feeling

+ Coping

+ Who Am I

+ Rebels and Regulars

+ Ways of Justice

+ Something Strange

+ Spotlight

+ Countdown

+ This Cool World

+ The Winner's Circle

\* Jobs in Your Future

+ Seventh Grade Materials only

\* Eighth Grade Materials only

RL = Reading Level

## Reading Materials Available in the Library

### Laboratory Kits

Bowmar Records, Inc. (booklets, filmstrips & records)

- Custom Cars
- Drag Racing Funny Cars
- Drag Racing
- Dune Buggy Racing
- Horses
- Karting: Fun on Four Wheels
- Mighty Midgets
- Motorcycles
- Motorcycles Racing
- Snowmobiles
- Slot Car Racing
- Surfing
- Teen Fair
- V.W. Bugs

SRA Spelling Lab

Heath Urban Reading Program (3 filmstrips; 3 records; 20 stories in each kit; classroom set for each story; duplicating masters)

- Making a Difference Kit
- A Matter of Nerve Kit

Acoustifone Reading Unit E6 and E7  
(10 filmstrips, cassette tapes/tape, essay sheets; answer sheets for ea. unit)

- EDL Sight Vocabulary (5 booklets; 8 filmstrips)
- EDL Control Reader Story Set I-J (5 booklets; 25 filmstrips)
- EDL Control Reader Story Set H-G (5 booklets; 25 filmstrips)

### Machines

- Tape recorders
- Studymate (for filmstrip and cassette tape)
- Filmstrip viewer

### Free Reading Materials

Paperbacks (a variety of reading selections and reading levels)

- The Incredible Series
  - The Long Scam
  - Blondin, Hero of Niagara
  - The Cardiff Giant
  - Joshua James

## Reading Materials Available in the Remedial Reading Room

### Skill Development Materials

#### Parkrose Reading Exercises

Level 1, Sets A-E  
Level 2, Sets A-E  
Level 3, Sets A-E  
Level 4, Sets A-E  
Level 5, Sets A-E  
Level 6, Sets A-E

#### Action I Series (RL 2-3; books + ditto masters)

The '50 Ford  
A New Life for Sarita  
Silver Dollar Mystery  
The House that Half-Jack Built  
The Ratcatcher of White Stone

#### Action II Series (RL 2-3; books + ditto masters)

One Punch Away  
No Girls Allowed  
The Race Driver  
Crash at Salty Bay  
The Girls Who Knew Rule One

#### Specific Skill Series (Levels A-F; RL 1-6+)

Working with Sounds  
Drawing Conclusions  
Locating Answers  
Getting the Main Idea  
Getting the Facts  
Using the Context  
Following Directions

#### Reading for Concepts (books A-H; RL 1.9-6.9)

#### I-Med Reading Workbooks (RL 3-7)

#### Morgan Bay Mystery Series (RL 2)

#### Reading for Meaning Workbooks (books 4-12; RL 4-12)

#### Better Reading by Gainsbury

#### The Magic World of Dr. Spello

#### Gateways to Correct Spelling

#### Guidebook to Better Reading

#### Conquest in Reading

#### Phonics We Use (F)

#### How to Improve Your Reading by Witty

### Reading Incentive Series

Mystery in the Sky    Level 3.0  
Swamp March            Level 4.0  
Full Speed Ahead       Level 5.0  
Venus Bound            Level 6.0  
To Climb a Mountain    Level 7.0

Step Up Your Reading Power (books A-D)

Word Analysis Packets (Intermediate Level A-C)

### Laboratory Kits

SRA Spelling Lab 111a  
SRA Synchroteach for SRA Lab 111a  
SRA Reading For Understanding Lab

### Machines

2 Cal-Rheem Perceptamatics (plus booklets with view master reels for levels 1, 2, 3, 4, 6, 7, 8 and phonics)

EDL Controlled Reader  
8 Reading Pacers  
Tape Recorder  
Primary Typewriter

### Worksheets

(The dittos and samples of all worksheets and charts pertaining to the seventh, eighth, and ninth grade programs are in the Remedial Reading Room file cabinet)

Phonics Worksheets  
Crossword Puzzle worksheets  
Dictionary Packet (alphabetizing)

### Games

Sentence Cube Game  
Password  
Scrabble  
Spill/Spell

RL=Reading Level

# FREMONT

## A STATEMENT OF READING BOOKS FOUND IN THE 100 WING FOR 7th GRADE STUDENTS

|           | <u>Allyn &amp; Bacon, Inc.</u>   | Grade Level | Int. Level |
|-----------|--|-------------|------------|
| 20 copies | <u>Beyond the Block</u> , Dr. Whelock<br>High Interest--Low Vocabulary | 4           | 8          |
| 20 copies | <u>Winner's Circle</u> , Dr. Mason<br>High Interest--Low Vocabulary    | 3           | 7          |

### Field Educational Pub.

Happenings, Mary Sullivan

|          |                                |     |
|----------|--------------------------------|-----|
| 4 copies | <u>Chili Peppers</u>           | 4.2 |
| 4 copies | <u>The Pancho Villa Rebels</u> | 4.2 |
| 4 copies | <u>Rattrap</u>                 | 4.3 |
| 4 copies | <u>Jokers Wild</u>             | 4.6 |

Books are designed for the disadvantaged, discouraged, or reluctant reader at any level of growth in reading development. Stories deal with the "Now Problems."

### Globe Book Company

1 copy Programmed Reading, Jerrold Glassman

1. Programmed learning in Reading.

Provides a program for one child in many areas of the basic skills. ie., Finding the Main Thought

Finding Key Sentences in Paragraphs.

Noting Supporting Details

1 copy Word Study for Improved Reading, A. Allen Robbins

Covers material and skills that have been missed by students along the way.

Hits - Words and Vocabulary

Inventory on Students--gives you information, background, and insight to student needs.

Int. Level

1. Several selected worksheet suggestions for many of the basic skills.
2. Excellent idea and activity book.
3. Teacher's Answer Key is in separate paperback.

## 7

Focus on:  
Knowledge of language by studying  
words, phrases, and sentences.

7

1. Basic skills as they apply to academic areas--continuation from Searchlights.
2. Development of skills for content areas.
3. Book contains--readings, encyclopedia entries, how-to-do-it articles, maps, charts, graphs, time lines, and etc.

See manual.

|           |  |   |
|-----------|--|---|
| 20 copies | <u>Sounds of Mystery</u> , Bill Martin, Jr.        | 4 |
| 20 copies | <u>Sounds of a Young Hunter</u> , Bill Martin, Jr. | 5 |
| 20 copies | <u>Sounds of a Distant Drum</u> , Bill Martin, Jr. | 6 |
| 20 copies | <u>Sounds of Jubilee</u> , Bill Martin, Jr.        | 7 |

Provide a variety in stories and approach.  
High motivation



|        | <u>McGraw-Hill Webster</u> | Grade Level | Int. Level |
|--------|----------------------------|-------------|------------|
| 3 sets | <u>Reading Shelf 1</u>     | 3-6         | 7-8-9      |

1. To be used with individual student
2. One story or selection per book
3. High interest - low vocabulary
4. 20 individual titles

Reading for Concepts, Wm. Liddle 1.5-6.5

3 copies each of A, B, C, D, E, & F  
5 copies each of G, & H.

1. This is a series of eight books A - H.
2. Concepts are:  
Change is a part of life.  
Some changes happen faster than others.
3. Stories are focused on content areas.
4. Teacher Instructions found in front of book.
5. New approach to reading.  
Pretest, Picture, Purpose--Discussion
6. Stories short and to the point.
7. Helpful with the hard to reach child.

#### Webster Everyreaders

1 copy each 12 Titles (Classics) 4, 5, 6 7-12

1. These books are selected from the great literature of the world.
2. They are high interest books written with controlled vocabulary (low) and uncomplicated sentence structure.
3. They retain the flavor of the originals and provide mature content, dramatic plot structure, and eye appealing format.

#### Macmillan

5 copies ea. Gateway English--

1. Manual is excellent
2. Material is current, vital--allows for critical and creative thinking.
3. 5 copies each:  
Rebels and Regulars  
Something Strange  
Ways of Justice  
Western Sampler  
Striving  
Creatures in Verse  
Two Roads to Greatness
4. Important to use Manual & Dittos--both excellent. Unless we are able to reorder 10 more--these will have to be used with small groups.

Media Research Associates

|   | Grade Level | Int. Level |
|---|-------------|------------|
| Mott Basic Language Skills Progeam,<br>Allied Education Council | 1.5-4.5     |            |
| Semi programmed books on basic phonetic<br>analysis skills..... |             |            |

copy ea. 1301 Consonants  
1302 Vowels  
1303 Rule of C  
1304 Digraphs  
1305 Diphthongs  
1306 Word endings

Merrill Mainstream Books

|           |                           |     |     |
|-----------|---------------------------|-----|-----|
| 15 copies | <u>Courage Under Fire</u> | T.M | 4-7 |
| 15 copies | <u>Against the Odds</u>   | "   | 4-7 |
| 15 copies | <u>They Were First</u>    | "   | 4-7 |
| 15 copies | <u>In New Directions</u>  | "   | 4-7 |
| 15 copies | <u>People Like You</u>    | "   | 4-7 |
| 15 copies | <u>Strategies</u>         | "   | 4-7 |

1 Kit Building Reading Power 4.5 & above

1. Programmed Reading Kit--Basic Skills  
To be used with students having  
4.5 reading level or higher.
2. Start with group of five students--  
work at their own rate of speed.
3. As soon as one of the original five  
is through the first section--he taps  
another student to begin the set.
4. Train one student as instructor of  
how to use.
5. Train one student to collect records.

15 copies Variations

Ideas in Literature

It is to meet Junior High School students  
demands:

- for action
- for "trying on" life
- for orientation toward the future
- for ideals
- for variety

New York City Board of Education

Grade Level

Int. Level

4 copies    A Practical Guide to Individualized Reading

Excellent book on individualized reading. It provides the teacher with a practical guide of organizing her class in individualized reading.

1. Philosophy
2. Experiences & Procedures - Skills
3. Evaluation
4. Summary - advantages  
Record keeping - good

Scott, Foresman

40 copies    Open Highways

4-6

7

Student books  
Teachers Ed.  
Skillbooks

This book is to be used in class with low average and average students.

40 copies    Dimensions

Student books  
Teachers Ed.  
Skillbooks

This book is to be used with the upper 1/3 of your class.

It may also be used 2nd semester for the average reader that has completed Open Highways.

Students may enjoy reading these articles for a foundation as to the purpose of reading. Located in the back of the Guide-book:

- "Students and their Reading" G.G. Jenkins  
"Adapting Rate of Reading to Purpose of Material" Helen M. Robinson  
"Encouraging Personal Reading" Charlotte S. Huck

Mechanical Equipment:

Reading Accelerators  
Flash X  
Tachistoscope  
Controlled Reader  
Cassette TAPE Player & Recorder  
Record Player  
Come To Your Senses (Filmstrip on Writing)

Publisher

S.F.A.  
E.D.L.  
E.D.L.  
E.D.L.  
Craig

Literature books and Reading Books (Paper back)

Approx.  
Reading  
Level

|         |                                    |                         |
|---------|------------------------------------|-------------------------|
| 7       | Adventures for Readers Book I      | Harcourt Brace          |
| 8       | Adventures for Readers Book II     | Harcourt Brace          |
| 7       | Worlds of Adventure                | Bailey and Leavell      |
| 8       | Worlds of People                   | Bailey and Leavell      |
| 9       | World to Discover                  | Bailey and Leavell      |
| 8       | Adventure for You Companion Series | Harcourt Brace          |
| 7       | Adventure Ahead Companion Series   | Harcourt Brace          |
| 7       | How to Improve Your Reading        | Paul Witty S.R.A.       |
| 7-8-9   | Better Reading Book 1, 2, 3        | S.R.A.                  |
| 7-8-9   | New Horizons Book 1, 2, 3          | Laidlaw                 |
| 2.5-7.5 | Reading Incentive Series           | Webster McGraw-Hill     |
| 3       | Mystery in the Sky                 | Webster McGraw-Hill     |
| 4       | Swamp March                        | Webster McGraw-Hill     |
| 5       | Full Speed Ahead                   | Webster McGraw-Hill     |
| 6       | Venus Bound                        | Webster McGraw-Hill     |
| 7       | To Climb a Mountain                | Webster McGraw-Hill     |
| 3       | Winners Circle (7th Interest)      | Allyn & Bacon           |
| 4       | Beyond the Block (8th Interest)    | Allyn & Bacon           |
| 5       | This Cool World (9th Interest)     | Allyn & Bacon           |
| 6       | The Big Ones (10th Interest)       | Allyn & Bacon           |
| 7       | Open Highways                      | Scott Foresman          |
| 7       | Dimensions                         | Scott Foresman          |
| 4       | Sounds of Mystery (Bill Martin)    | Rinehart & Winston      |
| 5       | Sounds of a Young Hunter           | Rinehart & Winston      |
| 6       | Sounds of a Distant Drum           | Rinehart & Winston      |
| 7       | Sounds of Jubilee                  | Rinehart & Winston      |
| 7       | Searchlights on Literature         | Harper Row              |
| 7       | From Pilots to Plastics            | Harper Row              |
| 7       | Variations                         | Merrill Pub.            |
| 4.2     | The Pancho Villa Rebels            | Field Educational       |
| 4.2     | Chili Peppers                      | Field Educational       |
| 4.3     | Rattrap                            | Field Educational       |
| 4.6     | Jokers Wild                        | Field Educational       |
| 4-7     | Mainstream Books                   | Merrill Pub.            |
|         | Courage Under Fire                 | Merrill Pub.            |
|         | Against the Odds                   | Merrill Pub.            |
|         | They Were First                    | Merrill Pub.            |
|         | In New Directions                  | Merrill Pub.            |
|         | People Like You                    | Merrill Pub.            |
|         | Strategies                         | Merrill Pub.            |
| 4-5-6   | Wise Owl Books                     | Holt, Rinehart, Winston |

## Literature Books and Reading Books Cont'd

| <u>Approx.<br/>Reading<br/>Level</u> |                                 | <u>Publisher</u>     |
|--------------------------------------|---------------------------------|----------------------|
| 7-8-9                                | PLAYS - Jr. Series              | Scholastic           |
|                                      | Dino & Other Plays              | Scholastic           |
|                                      | Teacher, Teacher, & Other Plays | Scholastic           |
|                                      | The Winner                      | Scholastic           |
| 4-6                                  | PLAYS for Reading               | Educational Progress |
|                                      | Gateway English                 | Macmillan            |
| 7                                    | Level 1                         |                      |
|                                      | A Family Is a Way of Feeling    | Macmillan            |
|                                      | Who Am I                        | Macmillan            |
|                                      | Coping                          | Macmillan            |
| 8                                    | Level 2                         |                      |
|                                      | Striving                        | Macmillan            |
|                                      | A Western Sampler               | Macmillan            |
|                                      | Creatures in Verse              | Macmillan            |
|                                      | Two Roads to Greatness          | Macmillan            |
| 9                                    | Level 3                         |                      |
|                                      | Rebels & Regulars               | Macmillan            |
|                                      | Something Strange               | Macmillan            |
|                                      | Ways of Justice                 | Macmillan            |
| 6-11                                 | Scholastic (THEME) Paperbacks   | Scholastic           |
| 3-4                                  | Bowmar Books                    | Bowmar               |
| 3-6                                  | Reading Shelf I & II            | Webster McGraw-Hill  |
| 4-5-6                                | Everyreaders (Classics)         | Webster McGraw-Hill  |

## Skill Laboratories and Kits

|         |                                      |                       |
|---------|--------------------------------------|-----------------------|
| 5       | (Green) Skilpacer KITS               | Random House/Singer   |
| 6       | (Tan) Skilpacer KITS                 | Random House/Singer   |
| 7       | (Olive) Skilpacer KITS               | Random House/Singer   |
|         | Mission <u>Read</u>                  | Random House/Singer   |
|         | Launch                               | Random House/Singer   |
|         | Challenge                            | Random House/Singer   |
|         | Search                               | Random House/Singer   |
|         | Reach                                | Random House/Singer   |
| 4.6-6   | Building Reading Power <u>LAB</u>    | Merrill               |
| 4-5-6   | Reading Skills LAB                   | Houghton Mifflin      |
| 4-5-6   | Word Analysis Practice               | Harcourt Brace        |
|         | Cards Level A,B,C                    |                       |
| 2.0-2.9 | Action LAB Unit Book 1,2,3           | Scholastic            |
| 2.0-3.1 | Take 12/Action Plays                 | Scholastic            |
| 2.0-2.9 | The Fallen Angel & other stories     | Scholastic            |
| 3-12    | Reading Lab III A                    | S.R.A.                |
| 3-5     | Spelling Lab III A                   | S.R.A.                |
| 3-12    | Reading for Understanding            | S.R.A.                |
| 3-8     | Classroom Reading Clinic             | Webster - McGraw-Hill |
| 4-6     | Reference DDD and FFF (Study Skills) | E.D.L.                |

## Work Books and Skillbooks

| <u>Approx.<br/>Reading<br/>Level</u> |  | <u>Publisher</u>    |
|--------------------------------------|--|---------------------|
| 2-3.5                                | Morgan Bay Mysteries                                     | Harr Wagner         |
| 1-3                                  | Deep Sea Adventures                                      | Harr Wagner         |
| 2.5                                  | Checkered Flag   | Harr Wagner         |
| 4-5.5                                | Wildlife Adventures                                      | Harr Wagner         |
| 3-4-5                                | Teenage Tales  | Harr Wagner         |
| 7-8-9                                | Success in Reading                                       | Silver Burdett      |
| 1-12                                 | Readers Digest Skill Books                               | Readers Digest      |
| 4-5-6                                | Spectrum of Reading                                      | Macmillan           |
| 3-7                                  | Step up Your Reading Power                               | McGraw-Hill         |
| 1.5-6.5                              | Reading for Concepts *Comprehension                      | McGraw-Hill         |
| 3-8                                  | Kaleidoscope Readers                                     | Field Education     |
| 1-6                                  | Specific Skills Series Word Recognition<br>Periodicals   | Barnell Loft        |
| 2-3                                  | Know Your World  |                     |
| 3-4-5                                | You and Your World                                       |                     |
| 4-5-6                                | Scope  |                     |
| 7-8-9                                | Read   |                     |
| 6-9                                  | Oregonian  |                     |
| 4-12                                 | Paperbacks   |                     |
| Jr. & Sr. High Magazines             |  |                     |
|                                      | <u>Scope Skillbooks</u>                                  | Scholastic          |
| 4-6                                  | Wide World   | Scholastic          |
|                                      | Dimensions   | Scholastic          |
|                                      | Spotlight  | Scholastic          |
|                                      | Trackdown  | Scholastic          |
|                                      | Sprint   | Scholastic          |
|                                      | Across and Down  | Scholastic          |
|                                      | Word Puzzles and Mysteries                               | Scholastic          |
|                                      | Countdown  | Scholastic          |
|                                      | Jobs in Your Future                                      | Scholastic          |
|                                      | <u>Scope Visuals</u>                                     |                     |
| 1-5                                  | Reading, Vocabulary, Observation,<br>Sequence, Reasoning | Scholastic          |
| 6                                    | Vowel Crosswords   | Scholastic          |
| 7                                    | Consonant Crosswords                                     | Scholastic          |
| 8                                    | Language Usage   | Scholastic          |
| 9                                    | Word Attack  | Scholastic          |
| 10                                   | Word Power   | Scholastic          |
| 1.5-4.5                              | Mutt Basic Language Skills                               | Media Research      |
| 6-7                                  | Advanced Skills in Reading I                             | Macmillan           |
| 7-8                                  | Advanced Skills in Reading II                            | Macmillan           |
| 7                                    | Basic Goals in Spelling                                  | Webster McGraw-Hill |
| 1-3                                  | Dr. Spello   | Webster McGraw-Hill |
| 1-3                                  | Conquests in Reading                                     | Webster McGraw-Hill |
| 1-6                                  | Reading Success Series                                   | American Education  |
| 4-5-6                                | Springboards   | Portal Press        |
|                                      | Reading  |                     |
|                                      | Social Studies   |                     |

## Word Games

Ad-Lib, Anagrams, Play on Words, Perquackey, Probe, RSVP, and Scan

### READING COORDINATOR'S ROLE

1. To do additional testing of those students teachers are concerned about in the program.
2. To assist in diagnosing and prescribing for individuals or groups of students.
3. To help the teacher map out directions to go with individuals or groups of students.
4. To help make materials available.
5. To be available to demonstrate use of materials.
6. To assist in organizing the administration of Bond/Balow/Hoyt test and the Parkrose Reading Competency test.
7. To make arrangements to correct and graph the Bond/Balow/Hoyt test.
8. To organize the final test data to present to the Board in the spring and in the fall.
9. To get information from sixth grade teachers.
10. To meet with the seventh grade block teachers and the eighth and ninth grade English teachers for a joint plan session frequently.
11. To coordinate the Reading budget for grades 7, 8, & 9.

### 7th, 8th, and 9th GRADE READING TEACHERS' ROLE

1. To teach seventh grade reading five consecutive days for 45 minutes in length each, per week.  
    To arrange a skill day, free reading day, activity day and group day.  
    To teach eighth and ninth grade reading two consecutive days per week for 45 minutes each in length.  
    To arrange for individual skill days, free reading days and activity days plus elective reading class for the second and third nine-week periods in the year.
2. To discuss with each student his test scores--areas of strengths and weaknesses--in the fall and spring.
3. To report on progress to parents three times during the year--first nine weeks, semester, and end of year report.
4. To have frequent joint plan sessions with the reading teachers and coordinator.
5. To administer the reading tests in the fall and spring.
6. To determine needs of reading program in November to meet the budget deadlines for the following year.
7. To take inventory of reading materials at the end of the year.